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An approach used in the Virgin Valley High School, a small, rural school in Mesquite, Nevada, in finding the solution to shortages of personnel created by involvement in educational changes is discussed. Shared services in a small school are described with relationship to school personnel, community personnel, and other governmental agencies. The major portion of the document is devoted to excerpts from the Clark County School Board Policy Manual on items such as pupil personnel services, school health services, dental hygiene, medication during school hours, guidance programs, special education, speech therapy, and programs for children who are homebound, neurologically impaired, emotionally disturbed, mentally retarded, orthopedically handicapped, visually handicapped, or acoustically handicapped. A concluding section includes records (forms) utilized in several of the programs. This report is disseminated under Title III funds of the Elementary and Secondary Education Act. (SW)

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Virgin Valley Schools

Biggest Little School In America

Mesquite, Nevada

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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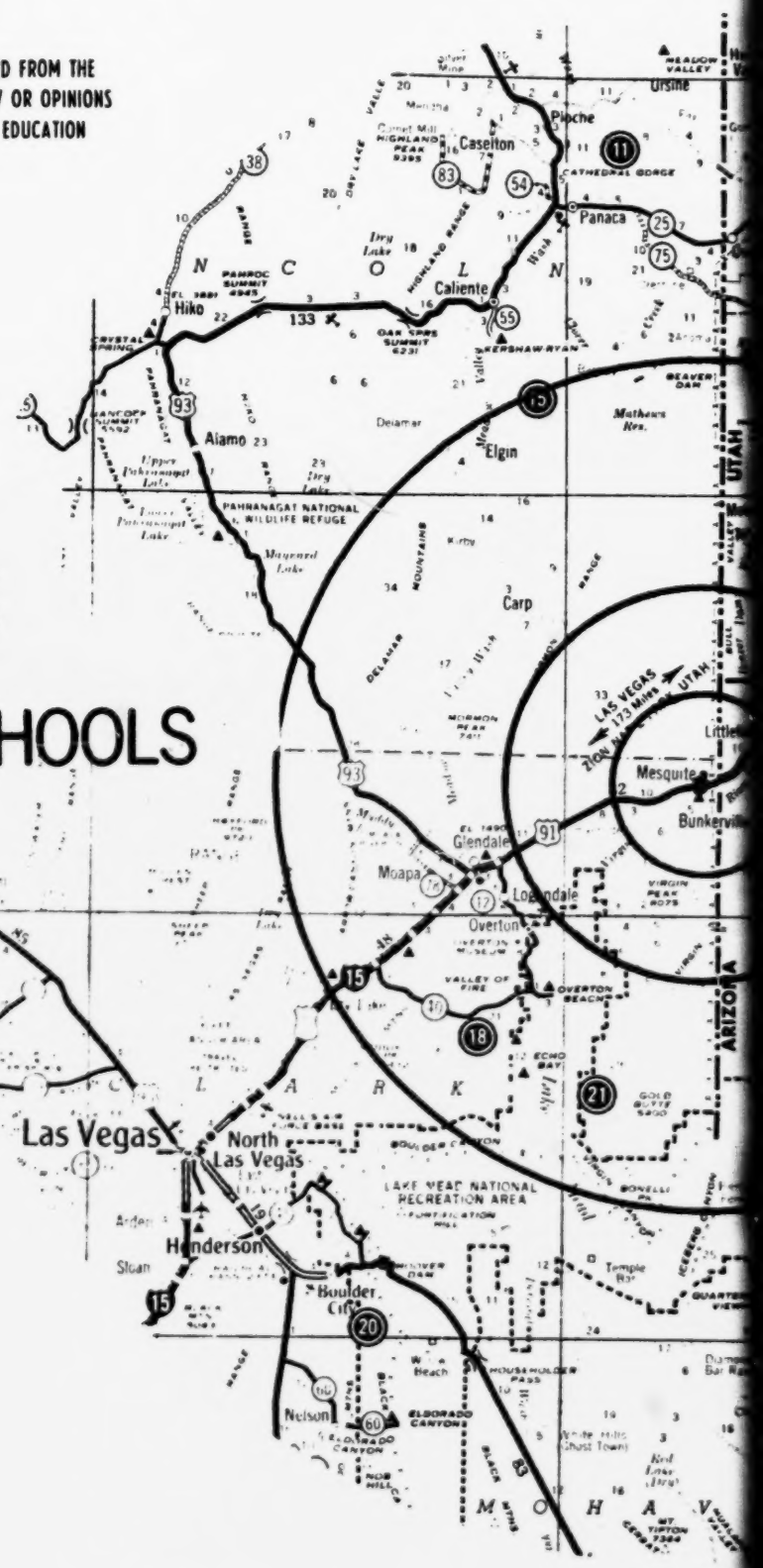

SHARED SERVICES

OPPORTUNITIES FOR SMALL SCHOOLS

Disseminated under a Title III Grant by the Virgin Valley Dissemination and Staff Training Project

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SHARED SERVICES IN A SMALL SCHOOL

INTRODUCTION

Virgin Valley High School, Mesquite, Nevada, is the smallest of 7 senior high schools in the Clark County School District. Clark County School District covers an area of 8,000 square miles (an area greater than the states of Connecticut, Delaware, Hawaii, Massachusetts, New Jersey, and Rhode Island) with a population of 62,000 students. The school system administration office is located in Las Vegas, Nevada, a distance of 80 miles from Mesquite. Our small school has kindergarten through twelfth grade, with a total enrollment of 365 students and operates on a 6-6 plan. The high school involves only 165 students in grades 7-12.

PREFACE

In 1962 Virgin Valley Schools became a member of the Western States Small Schools Program. With this invitation also came the opportunity to be involved in changes. These changes have affected the total school from the physical plant to the basic curriculum design. As changes have occurred, the need of additional help became apparent.

This publication deals with our approach, as a small school, in finding the solution to the shortages of personnel. These new demands on education were caused not only by our involvement in educational changes, but also by the increased roll placed on education by society.

I N D E X

	PAGE
INTRODUCTION	i
PREFACE	i
PART I SHARED SERVICES IN A SMALL SCHOOL	ii
1. School Personnel	1
a. Staffing	1
b. Area Based Specialists	1
c. District Based Specialists	1
d. Teacher Aides	1
e. Part Time Staff	2
f. School Technicians	2
g. Art By Telephone	2
h. Desert Clays, Incorporated	3
i. Computer Service	3
2. Community Personnel	3
a. Community Aides	3
b. Career Selection Program	3
c. Volunteers	4
3. Other Governmental Agencies	4
a. Scheduling Service	4
b. Upgrading Professional Quality	5
c. Extension Courses	5
d. Attendance	5
e. Student Aides	5
f. Extension Service, Soil Conservation Service	6

PART I

SHARED SERVICES IN A SMALL SCHOOL

SHARED SERVICES

1. SCHOOL PERSONNEL

a. Staffing

In order to offer a broad curriculum with the limited staff assigned to our small school, instructional methods must be found that will utilize the regular staff as well as supplement it. The use of ETV, telephone courses, consultants, and shared instructional personnel all have merit. i.e. We presently use a chemistry teacher from Moapa Valley High School located 40 miles southwest of Mesquite. He spends three 2 hour blocks each week at our school. We assign a teacher to work with the students on the days he can't come.

b. Area Based Specialists

The district provides a nurse and a speech therapist assigned to 2 rural schools. We receive 2/5 of their services.

c. District Based Specialists

Those services described in the next section of this publication are available from the district upon request. They include the five major areas of:

1. School Health Services

2. Guidance and Counseling (including psychologists)
   Testing Services

3. Child Welfare and Attendance
   The distance involved in travel from the district offices limits our use of the attendance officer. We attempt to solve our own attendance problems. (See attendance, this section)

4. Special Education

5. Secondary Athletics and Intermurals

d. Teacher Aides

At the present time, the staff shares two persons who have the official district designation and salary of a Teacher Aide. These people supervise a student resource center in addition to performing typing and duplicating service for faculty members. These people control the care and use of three duplicating devices, the supply and inventory of various

d. Teacher Aides (Cont'd)

duplication papers and control the scheduling of all common-use audio-visual equipment. This "control center" for duplication service and audio-visual equipment is of considerable value for busy teachers and proves to a time-saving and nerve-soothing operation.

e. Part Time Staff

The substitute teacher certainly provides a welcome service when either additional temporary teaching help is needed to carry out a special project, or when a teacher is away on personal or school business. There are approximately 4 certificated personnel available as a part-time staff to be used according to the need and discretion of the principal.

f. School Technicians

This area of assistance to the teaching staff involves the working conditions and facilities. It is of decided assistance to the overall efficiency of a teacher when he can depend upon the local school and district maintenance personnel to maintain clean classrooms and proper furnishings as well as balanced air conditioning and adequate lighting. Any teacher needing to have an object built, such as a special cabinet or shelving, may call upon the school carpenter for this service upon receiving permission from the principal. (Until last year, a maintenance personnel was shared with Moapa Valley High School, we now have his full time services).

g. Art By Telephone

The end of the 1966-67 school year brought to a close the first chapter in one of the most unusual shared services undertakings within the small school setting. Mr. Michael J. Clarke, master teacher at Virgin Valley High School, proved that the difficult subject of art was no longer reserved for the large school with the capabilities of employing an art instructor. Mr. Clarke (by the use of the telephone, the overhead projector, and a great deal of imagination) taught art to classes located in Oregon, Idaho, Utah and Nevada simultaneously. This project developed a high degree of effective working relationship between the teachers and administrators in the schools involved and brought the students in closer contact with one another. Since Mr. Clarke's undertaking, similar projects are now in progress in other parts of the country.

After close evaluation, this project had merit enough to receive the "PACEMAKER" award given by the National Education Association in cooperation with PARADE MAGAZINE, along with twenty-four other schools throughout the nation.

h. Desert Clays, Incorporated

At Virgin Valley High School the art teacher advises a corporation chartered by the State of Nevada. This corporation has the interesting name of Desert Clays, Incorporated. It is completely staffed by students and is in the process of mining a particularly high quality clay for the purpose of refining the raw material for the "potters' market" as well as other schools. One of the commercial teachers is co-supervising the "business end" of the venture. This is an added indication of an effective working relationship among teachers with different specialized skills.

i. Computer Service

Computer services are available from the school district office at the present time. Report cards are printed for the school by the computer. The administration also receives printouts which include such things as the honor roll, teacher grade distribution, and student grade point. The grades are sent to the school for distribution to the students. A gummed label containing the grades is included to be attached to the permanent record.

2. COMMUNITY PERSONNEL

a. Community Aides

Qualified, interested community members have provided needed technical assistance to the regular staff. During the school year, as an example, an engines mechanic from a local garage has been employed by the district two hours each day to supervise a class in gasoline engines. This service provides detailed technical assistance to the teacher in that particular department.

Community personnel who are not employed also are used to assist in areas where staff weaknesses may exist. i.e. A woman drives 40 miles from Overton, Nevada, two days per month to assist the physical education teacher in 7th and 8th grade dance instruction.

b. Career Selection Program

Bearing in mind that the proper selection of a suitable career is one of the greatest accomplishments of any person, a program has been set up in the top six grades of the Virgin Valley Schools to assist students in choosing careers.

Curriculum: A world-of-work orientation course is given on the 7th grade level. All students participate for a period of six weeks. Through visual aids and workbooks an attempt is made to have students take a good look at themselves from the standpoints of interests, personality and abilities. Students in the 8th and

b. Career Selection Program (Curriculum Cont'd)

9th grades are invited to join the students whenever there is a career day at the Preparation, which is a one-semester course and carries a half unit of high school credit. Through intensive use of all available visual aids and other teaching devices, students are introduced to themselves in a more comprehensive manner and are exposed to every job available in every interest field in one way or another. Various instruments are employed to help students discover their real interests and to help them determine several job families within which their career may lie.

Practical Training: In an effort to further help those students who definitely will not be college-oriented, the career selection program entails on-the-job training. Community resources, as well as out-of-community resources, may be utilized for student training. During the 11th and 12th grades, various on-the-job experiences will be given to these students in an effort to help them decide upon lifes' career and to help them become efficient workers in the field of their choice.

c. Volunteers

Assistance volunteered by patrons of the school is of great value to the regular teaching staff. Heavy duty farm equipment has been volunteered when the playing fields and grounds needed special attention. Transportation for various extra-curricular activities is consistently volunteered, and the full direction of activities of certain extra-curricular groups has been volunteered and well done. Many other volunteered services have been and are being performed in the total teaching picture.

3. OTHER GOVERNMENTAL AGENCIES

a. Scheduling Service

The scheduling practices at Virgin Valley High School over the past few years have made numerous changes. In 1963 the first modular schedule was used at the school. Prior to that time a rotating type schedule with the morning and the afternoon classes rotating separately controlled the school day.

The modular scheduling concept used from September 1963 to May 1965 was computer constructed. The computer services were obtained from Stanford University. From the outset, teachers liked the idea of deciding the two variables: Class time or phases of the course for the week and sizing or grouping. In 1965 the school hand generated the Modular Schedule, using the information learned from the computer-consturcted schedules. The schedule being used this year is a modified Modular Schedule and is being used in an effort to improve the

a. Scheduling Service

public relations within the community with regard to scheduling. It is our hope that we can move into a daily Modular Schedule and eventually to a school where the schedule is not present to control the curriculum.

b. Upgrading Professional Quality

President John F. Kennedy said, "The quality of education depends upon the quality of the teacher". This simple statement implies that conditions and opportunities for the continuation of professional development of the school staff must be provided if a desirable level of quality is to be reached and maintained. Well planned in-service training days are scheduled throughout the academic year which also helps upgrade professional quality.

c. Extension Courses

Extension courses from Nevada Southern University, Dixie College, and the College of Southern Utah are taught each academic year here at the school. These courses provide a fine avenue for teachers to upgrade not only their professional quality but also their private lives. Last year members of the faculty joined an extension class from the University of Nevada which was taught via amplified telephone.

d. Attendance

The attendance problems in the small school are different from those in the large urban area. The distance from the county attendance officer and the juvenile judge warrent the problem being handled on a local level. A new juvenile board presided over by our local Justice of the Peace (appointed Deputy Juvenile Judge) holds great promise. The County Sheriff's Dept. assists the school to inforce the courts orders.

e. Student Aides

Intermittently, as funds and allotments have been made available on the district level, and throughout the N.Y.C. program, our school has had the use of several students who have been paid and have acted in the capacity of student-teacher aides. These students work a maximum of from nine to fifteen hours per week and have usually assisted more than one teacher. Their duties have included typing, duplicating, housekeeping, sorting and arranging materials and supplies, etc.

e. Student Aides (Cont'd)

Student aides not receiving pay have been assigned to teachers from the Secretarial Practice Classes in the Commercial Department. These students work whenever they have independent time in their modular schedule. They usually work closely with one teacher and perform a valuable, time-saving service for the teacher.

f. Extension Service, Soil Conservation Service

The use of this type agency in a rural school as a consultant provides the Agriculture Department with current facts on the changes in the field of Agriculture. These agencies also use the school plant to conduct courses in Agriculture for local ranchers and farmers.

PART II

The following excerpts are taken from the Clark County School Board Policy Manual. It is reproduced into this booklet with the hope that it may benefit others with the problem of shared services.

The Virgin Valley High School, as a small school, is fortunate in belonging to a school district that provides such complete services.

I N D E X

	PAGE
PART II BOARD POLICY EXCERPTS	
1. Department of Pupil Personnel Service	1
a. Method of Referring Children to Pupil Personnel Services	1
b. Interpretations of Referrals	1
2. School Health Services	2
3. Dental Hygiene Program	2
4. Medication During School Hours	2
5. The Guidance Program	3
a. Discipline	3
6. Special Education	4
7. Speech Therapy Program	4
a. Definition	4
b. Testing	4
c. Speech Classes	5
8. Homebound Program	5
a. Definition	5
b. Eligibility	5
c. Instruction	5
d. Regular Referral Procedure	6
e. Young Adult Center	6
f. Teach-O-Phone and Class-O-Phone	6
9. Neurologically Impaired	7
a. Criteria for Eligibility for Class	7
b. Referral Procedure	7

I N D E X

		PAGE
10.	Emotionally Disturbed	7
	a. Criteria for Eligibility for Class	7
	b. Referral Procedure	8
	c. Suggested Class Size	8
11.	Educable Mentally Retarded	8
	a. Criteria for Eligibility for Class	8
	b. Referral Procedure	8
	c. Suggested Class Size	9
12.	Trainable Mentally Retarded	9
	a. Criteria for Eligibility for Class	9
	b. Referral Procedure	9
	c. Suggested Class Size	9
13.	Orthopedically Handicapped	10
	a. Criteria for Eligibility for Class	10
	b. Referral Procedure	10
	c. Suggested Class Size	10
14.	Visually Handicapped	10
	a. Criteria for Eligibility for Class	10
	b. Referral Procedure	10
	c. Suggested Class Size	11
15.	Acoustically Handicapped	11
	a. Hard-of-Hearing	11
	b. Deaf	12
	c. Variety and Helen J. Stewart Schools	12

I N D E X

		PAGE
16.	Special Childrens' Clinic	13
	a. Spring Mountain Youth Camp	13
	b. Transportation of Special Education Students	13
	c. Child Welfare and Attendance	13
17.	Referral Data Sheet	15
18.	Instructions for Behavioral Check List	17
19.	"GIVE US TIME" (How to use form)	19
20.	Behavioral Check List	20
21.	Requisition for Dental Care	22
22.	Doctor Examination Form	23
23.	Speech and Hearing Referral Form	25

SCHOOL HEALTH SERVICES

The purposes of the school health services program are to bring each child, through health services and counseling, into optimum condition to profit from the educational program to the end that no child will be deprived of an effective education because of his physical condition; to develop in each child a sense of responsibility for his own health, as well as the health of others, and an understanding of the principles upon which good health is based.

Specific functions of the school health services program include:

1. Periodic health examinations (by family physician or through community agencies). Adequate follow-up on every child.

2. Daily observation of child's health by the teacher with reporting to the school nurse. School nurse will follow up and make arrangements, whenever possible, for the correction of defects. Vision, hearing and dental screening are shared by teacher and school nurse. Provide teachers with written specific "teacher-nurse" responsibilities and instructions, and proper orientation to school health services. Provide policies on accidents, illness, environmental health and emergency ambulance-hospital procedure.

3. Maintain a health record on every child. School nurse is responsible for obtaining a written diagnosis of physical handicaps and health information, and recommendations from doctors, hospitals and clinics. Pertinent health information to be shared with other school personnel.

It is not the function of school health services to practice medicine or dentistry or to replace the family physician; rather, an important purpose of htese services is to inform the family of health problems requiring remedial attention.

DENTAL HYGIENE PROGRAM

The District employs a professionally trained dental hygienist. Because of the limitations of staff, we must, of necessity, follow a program which has a fair chance of being completed during the school year. Because of the importance of the six-year molar in the structure of the mouth, the dental hygienist examines all children in the second grade within the county. Additionally, the dental hygienist examines and cleans teeth of all children in the eighth grade, and gives a series of four applications of two per cent sodium fluoride to the teeth. The fluoride application is performed only with parental consent. An average reduction of forty per cent in the incidence of tooth decay is achieved by this treatment. The eighth grade is chosen for this treatment because most of the permanent teeth, which determine good mouth structure, have emerged by this time.

MEDICATION DURING SCHOOL HOURS

If a child takes a prescription medication during school hours, the prescribing doctor must state in writing the name and nature of the medication.

If children need medication during school hours, the parents must contact the school principal and sign the legal release form CC 67. Parents must be provided with the CC 67A, which is information regarding medication regulation.

DEPARTMENT OF PUPIL PERSONNEL SERVICES

Pupil Personnel Services are administered through the office of the Director of the department.

The primary purpose of Pupil Personnel Services is to facilitate the maximum development of each child through education.

There are five major service areas within the Pupil Personnel Services Department:

1. School Health Services
2. Guidance and Counseling (including psychologists)
3. Child Welfare and Attendance
4. Special Education
5. Secondary Athletics and Intramurals (6145.1 and 6145.2)

Each of the above listed service divisions is represented by a coordinator who is administratively responsible to the Director of the department.

Method of Referring Children to Pupil Personnel Services

Children who have problems, either physical, mental, emotional or social, for which teachers and principals or counselors cannot find satisfactory solutions, are to be referred to the Department of Pupil Personnel Services. The referrals are to be made on Forms CC-65 and CC-65A.

No referral should be submitted without the signature of the principal or counselor, as well as that of the referring teacher. The regular classroom teacher makes the initial referral and request for evaluation upon discovering that a certain student in the classroom is not making the educational progress which normally would be expected. The request for an evaluation is referred to the pupil adjustment specialist (social worker) only after the parent=teacher conferences in which the parent is acquainted with and is in favor of this type of help for the child. In addition to this request for an evaluation (Form CC-65) by the teacher, it is the responsibility of the teacher or principal or counselor to send Form CC-65A properly filled in and signed by the parent. Upon receipt of the referral, the pupil adjustment specialist (social worker) or psychologist will visit the referring teacher and do the preliminary screening which is necessary to staff the case satisfactorily.

Each case referred will be studied and discussed at a weekly in-take conference. In selected cases the referring teacher and principal may be invited to attend the meeting at which the referral will be considered. The teacher and principal should be prepared to bring, upon request, any materials which may supplement the referral form. A written or verbal report as to the disposition of the case will be given to the referring teacher as soon thereafter as staff commitments and time will permit.

Interpretations of Referrals

Upon receipt of the completed referral, the school principal or counselor should schedule a meeting with the classroom teacher, the parents and the pupil admustment specialist (social worker) to interpret the psychological findings.

The purpose of the conference is to develop future planning for the child, as recommended by the psychological evaluation.

Rules
Approved

MEDICATION DURING SCHOOL HOURS (Cont'd)

Children may bring and take the medication themselves; however, if arrangements about the storing of the medication and/or administration by a nurse or teacher are necessary, they can be made following consultation with the school nurse.

GUIDANCE AND COUNSELING

Specific responsibilities of this service area are:

1. Assist the School District in motivating, stimulating, evaluating and improving guidance and counseling programs and procedures, and coordinating these with other pupil personnel services, the instructional program and community resources.

2. Through the utilization of the services of the School District's psychologists, to study individual children experiencing acute problems of social, emotional and educational development, in order to furnish diagnostic information and to suggest and recommend programs designed to remedy these problems.

THE GUIDANCE PROGRAM

The guidance services, which are at the disposal of both student and the faculty, are centered around a nucleus of counselors.

The counselors ARE NOT the Guidance Department, however. The counselor is a specialist, but so is the English teacher. The English teacher, however, isn't the only one in the school who can or does teach English. Likewise, the counselors are specialists in guidance, but they are not going to be the only ones to do guidance work with the students.

The Counselor is to be a resource person for the teachers. In the Counselors' Offices will be kept vital and confidential information which can and should aid teachers to understand and help the individuals they teach. Because of the close contact the teachers have with students they will naturally find themselves aiding individuals with their problems, and are urged and encouraged to guide and counsel.

The counselors have several major activities or functions which they perform. (1) The counselors will do individual counseling in the areas of school, home, family, work, personality, and other trouble spots. (2) The counselors will be responsible for all the guidance testing and the interpretation and evaluation of the results of those tests. (3) The counselors will be responsible for the student programs and the placement of students in classes. The counselor will make all changes in the class programs of individual studnets. (4) The counselors will assist in obtaining job placement, selecting further education, and obtaining scholarships upon completion of high school. (5) The counselors will be responsible for collecting, maintaining, and interpreting the vital and confidential information on all students. (6) The counselors will be of assistance to teachers in dealing with individual student problems.

The guidance services must work for both the student and the teacher. It is therefore assumed that teachers will refer students to the counselors for assistance with problems. Teachers will also consult the counselors and their records to assist in achieving success with the most students. The converse of this is also true, for the counselor may refer a student to a teacher for special assistance, or the counselor will consult with the teachers to supplement information on the student.

THE COUNSELORS ARE NOT TO BE USED AS DISCIPLINARIANS.
The Assistant Principals, the Principal, or some other person who has been specifically designated will handle discipline problems.

THE GUIDANCE PROGRAM (Cont'd)

Whenever a student is referred to the counselors, ALWAYS supply the counselor with all the information concerning this student which you may have before or at the time of referral.

The counselors will be calling students to the offices from time to time. There will be inconveniences caused by this, but counselors will call students only when it is essential. Students will be needed for individual conferences, tests, and other necessary things. Teachers should respond as rapidly as is convenient to the request for students by the counselors.

SPECIAL EDUCATION

The function of the Speical Education Program is to provide special education opportunities for the children who deviate intellectually, physically, socially, or emotionally from what is considered normal growth and development. These children require speical classes or supplementary instruction and services.

The supervision, evaluation, and administrative control of the Special Education classes is the direct responsibility of the principal under the supervision of the Director of Schools. The Coordinator of Special Education will coordinate placement, offer consultative services to such classes when called upon to do so, and assist the school principals or Directors of Schools with classroom programing and interpretation of the State regulations governing Special Education students.

The Clark County School District provides special services for children with the following handicaps:

Neurologically Impaired (Brain Damaged)
Emotionally Disturbed
Mentally Retarded (educable)
Mentally Retarded (trainable)
Orthopedically Handicapped
Visually Handicapped and Blind
Acoustically Handicapped and Deaf
Speech
Homebound

The District has also shared responsibility for:

Specials Children's Clinic
Spring Mountain Youth Camp

SPEECH THERAPY PROGRAM

DEFINITION:

Speech therapy services are provided from kindergarten through senior high school for students whose speech deviates from the normal to the extent that it interferes with communication, calls undue attention to itself, or interferes with the normal adjustment of the student

TESTING:

By the second week of school, the speech therapist begins testing and rechecking the students from the preceding year returning to the speech program, and by the fourth week of school, the therapist begins testing the new referrals.

SPEECH THERAPY PROGRAM (Cont'd)

SPEECH CLASSES:

After testing is completed, the students needing help are placed in classes from two to four in number, except where the need arises for individual instruction. Class periods are thirty minutes, and every effort is made to group students according to age and articulation difficulties. The special teacher will provide therapy for speech handicapped children in this manner:

Inservice Training for Teachers and Principals
Individual Therapy
Group Therapy

Referral Procedures

Speech referrals will be initiated by the classroom teacher through the principal on Form CC-84 to the speech therapist.

Suggested Caseload

One Hundred Cases Per Therapist - Maximum

HOMEBOUND PROGRAM

1.0 DEFINITION

The Homebound Program provides individual instruction for school-age students confined to their homes or to hospitals over an extended period of time, as a result of accidents, surgery, non-contagious and non-infectious illnesses, physical and/or mental handicaps, if in their doctor's opinion the period of confinement is to be fifteen school days or longer. Instructional services are also available under the Homebound Program to girls who are excluded from school because of pregnancy.

2.0 ELIGIBILITY

2.1 Homebound Program services are available for educable students between the ages of six and twenty-one who are regularly enrolled in a Clark County School District school.

2.2 A physician licensed in Nevada must certify that the student is physically or mentally unable to attend a regular school program or special class for a period of fifteen school days or longer.

3.0 INSTRUCTION

3.1 The adopted Nevada State Course of Study, as well as appropriate local curriculum guides and adopted textbooks, will be followed wtih adaptations to meet the needs of the individual student.

3.2 Grades are assigned by the Homebound teachers and are recorded at the student's regular school for use in determining final grades.

3.3 Each student assigned to the Homebound Program must receive a minimum of three hours per week of instruction as required by State Department of Education regulations.

4.0 REGULAR REFERRAL PROCEDURE

4.1 Parents or guardians must request Homebound services by completing the application form (CC-132) available in each school office. The parents or guardians must have the application signed by their physician and must return the completed form to the regular school principal for the school nurse's attention. An new CC-132 is required each year or each time homebound service is requested during a year.

4.2 The school nurse reviews the application, making any inquiry she deems appropriate before approving the application and forwarding it to the Homebound Program office.

4.3 The sending school will report the student as a withdrawel (W-2) on the day it forwards the CC-132 to the Homebound Office. The pink copy of the CC-26 will be forwarded along with other records, and the date on the back of the CC-26 shall be the last date the school counted on its attendence.

4.4 The Homebound teacher will not be expected to give home instruction if a parent or a responsible adult is not at home.

4.5 Parents must comply with rules governing the student's appearance and conduct at the time of Homebound instruction. A letter containing the rules and regulations is sent or brought home at the time of enrollment and explained by the teacher.

4.6 The student returns to his regular school on the recommendation of the family doctor and school nurse. Form CC-132A will be used by the Homebound Program office to notify the school principal of the change in the student's status.

4.7 The District will request the recommendation of a doctor or the Clark County Health Department in questionable cases.

5.0 YOUNG ADULT CENTER

5.1 Whenever a pregnant girl is excluded from regular school attendence, the principal is responsible for advising her of the Homebound Program service available and the procedure for admission.

5.2 Parents or guardians of pregnant girls must request services of the Homebound Program by the regular referral procedure. (See section 4.0).

5.3 Parents or guardians are responsible for transportation of girls to the Young Adult Center.

6.0 TEACH-O-PHONE AND CLASS-O-PHONE

6.1 Parents or guardians of students confined with contagious or infectious diseases may request instruction by telephone by the regular referral procedure.

6.2 Students in grades 4-12 are eligible for this service if in the doctor's opinion the confinement will exceed 60 days from the date of application.

6.3 Parents or guardians must pay the cost of wiring their home for instruction (about $7.5

REFERENCES: Board Policy 5138, "Married Students"; Board Policy 5145, "Pregnancy"; Administrativ Regulation 5138, "Married Students"; Administrative Regulation 5145, "Pregnancy".

NEUROLOGICALLY IMPAIRED (Brain Damaged)

The brain damaged child, as described herein, shall refer to any hyperactive, anti-social, or otherwise impaired conditions, school-aged child who has average or above ability (80+), as measured by a school psychologist, and is suffering from a specific neurological impairment as diagnosed by a medical specialist, which prevents the student from functioning in a socially acceptable manner in a regular classroom.

Criteria for Eligibility for a Neurologically Impaired Class

1. I.Q. of 80 or above as measured by the school psychologist

2. Chronological age corresponding to normal school age or six years

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470).

The responsibility for the medical evaluation necessary to place students in the neurologically impaired program will be the responsibility of the school nurse and the social worker or counselor.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Fifteen Elementary Students - Maximum
Fifteen Secondary Students - Maximum

EMOTIONALLY DISTURBED

In terms of the teacher's evaluation, emotionally disturbed students can be perceived as students with average intelligence or above who demonstrate one or more of the following characteristics:

1. An inability to learn which cannot be explained by intellectual, sensory, or health factors

2. An inability to build or maintain satisfactory interpersonal relationships

3. Inappropriate types of behavior or feelings under normal conditions

4. A general, pervasive mood of unhappiness or depression

5. A tendency to develop physical symptoms such as speech problems, pain, or fears associated with personal or school problems

Criteria for Eligibility for an Emotionally Disturbed Class

1. A student with an I.Q. not lower than 80 and/or whose basic problem is one of learning due to emotional adjustment as measured by school psychologist using a projective testing instrument

Criteria for Eligibility for an Emotionally Disturbed Class (Cont'd)

2. A student whose abnormal symptoms affecting his learning are appropriate to a special class setting as determined by the school psychologist and the social worker

3. A student whose chronological age corresponds to normal school age (6-18 yrs)

4. A student whose symptoms are not detrimental to the welfare of the other students and the teachers in the school and who may not be considered destructive in the school

Referral Procedure

All referrals must be initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470).

Placement will be determined by staff conferences and notification by the Special Education Department.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Twelve Elementary Students - Maximum
Fifteen Secondary Students - Maximum

EDUCABLE MENTALLY RETARDED

Establishing a special class for the educable mentally retarded student requires careful planning so that the class will serve the purposes intended, meet needs and approved requirements in the best way possible, and fit in the total school program.

These students are limited in mental ability but they possess potential to acquire social and academic skills for becoming partially or totally self-supporting adults. A special class for educable mentally retarded students provides the best setting for educating and training this group.

Criteria for Eligibility for a Mentally Retarded Class

1. I.Q. between 50 and 80 as measured by school or certified psychologist

2. Chronological age for admission not lower than six years of age by December 31 of the school year of enrollment

3. Must meet State rules for handicapped program, June 1947

Placement in a special group of educable mentally retarded may be made.

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470).

Referral Procedure (Cont'd)

Placement will be determined by staff conferences and notification by the Special Education Department.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Fifteen Elementary Students - Maximum
Eighteen Secondary Students - Maximum

TRAINABLE MENTALLY RETARDED

The trainable retarded child, when properly identified and evaluated, is the most severely retarded child found within a public school program. The essential ingredient of the curricular plans for this is one of "training" the child to live and contribute within a supervised setting and preparation for institutionalization or sheltered workshop setting.

Criteria for Eligibility for a Trainable Class

1. I.Q. between 20 and 50 as measured by a school or certified psychologist
2. Able to function socially with a group of children in a satisfactory manner
3. Chronological age not lower than six years by December 31 of the school year of enrollment
4. Acceptance will depend on a two-to six-week trial period for new entrants
5. Meet criteria as stated in the State Board Rules for Handicapped Programs (Adopted June 14, 1957)

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470)

Placement will be determined by staff conferences and upon notification by the Special Education Department

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Fifteen Elementary Students - Maximum
Eighteen Secondary Students - Maximum

ORTHOPEDICALLY HANDICAPPED

The orthopedically handicapped child is one whose condition prevents him from attending regular classes because of physical limitations.

Criteria for Eligibiltiy for an Orthopedic Class

1. I.Q. not lower than 80, as measured by psychologist

2. Chronological age not lower than six by December 31 of school year of enrollment

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470).

The responsibility for the medical evaluation necessary to place students in the orthopedic program will be the responsibility o- the school nurse and the social worker or counselor. Placement will be determined by staff conferences and notification by the Special Education Department.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Twelve Elementary Students - Maximum

VISUALLY HANDICAPPED

The child for whom special eye care is advised spends part of each day in a special class where he has the advantages of excellent lighting, clear-type books, lare-type typewriters, and the individual attention of a well-trained, experienced teacher. The remainder of his day is spent in an integrated program. Meanwhile, the child follows the regular course of study in an environment especially designed to protect his impaired sight.

Criteria for Eligibility for a Visually Handicapped Class

1. A medical report and a recommendation of a medical eye specialist are necessary. This report will be reviewed periodically. The District reserves the right to require additional testing when more information is required.

2. A student whose vision deficiency is between 20/70 and 20/200, central visual acuity of 20/200 or less in the better eye with correcting glasses, a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees, or a prognosis of progressive deterioration of vision as diagnosed by a medical eye specialist

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in Nevada State School Code (388.40 to 388.470).

VISUALLY HANDICAPPED (Cont'd)

Referral Procedure

The responsibility for the medical evaluation necessary to place a student in the visually handicapped program will be the responsibility of the school nurse and the social worker or counselor.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Twelve Elementary Students - Maximum
Twelve Secondary Students - Maximum

ACOUSTICALLY HANDICAPPED

The term acoustically handicapped refers to the hard-of-hearing and the deaf. This program provides for the educational needs of these students.

Criteria for Eligibility for an Acoustically Handicapped Class

A. HARD-OF-HEARING

The amount of hearing loss may vary with the individual child; however, the following criteria are suggested:

1. Approximately 30 decibels loss or greater in the better ear in the speech range and that loss affecting speech and learning

2. If the loss is diagnosed as progressive, a student may be admitted

3. If the student has defective speech as a direct result of his present or past hearing impairment

4. Those evaluated by the District Audiologist as being hard-of-hearing

5. A report from an Otologist or ear specialist

6. Eligibility depends upon available facilities, classroom space,and a chronological age corresponding to State regulations of three years to eighteen years. When staff time is available, limited consultant or part-time classroom services will be furnished to parents of preschool acoustically handicapped children above the age of three.

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470).

Referral Procedure Cont'd

The responsibility for the medical evaluation necessary to place a student in the acoustically handicapped program will be the responsibility of the school nurse and the social worker or counselor.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Twelve Elementary Students - Maximum
Twelve Secondary Students - Maximum

B. DEAF

1. Those with a hearing loss of 65 decibels or beyond in the speech range creating the inability to acquire language in the normal fashion even with the use of amplification

2. Young, severely hard-of-hearing children with losses so extreme as to have prevented them from developing language

3. Those evaluated by the District Audiologist as being deaf

4. A report from an Otologist or ear specialist

Referral Procedure

All referrals are initiated by interested personnel through the school social worker or counselor and must comply with the legal provisions as stated in the Nevada State School Code (388.40 to 388.470).

The responsibility for the medical evaluation necessary to place a student in the acoustically handicapped or deaf program will be the responsibility of the school nurse and the social worker or counselor.

Suggested Class Size (State Dept. Memo dated September 3, 1963)

Eight Elementary Students - Maximum
Eight Secondary Students - Maximum

VARIETY AND HELEN J. STEWART SCHOOLS

These schools provide facilities for the mroe seriously handicapped children of the School District, who can profit from a separate school facility.

These schools are administered by the Directors of Schools with the principals of these schools performing the same functions and carrying the same responsibilities as do the principals of other schools of the District.

Children eligible for admission and placement in the Variety and Helen J. Stewart Schools are referred, evaluated, and placed in accordance with the criteria established by the Department of Student Services. Student placements will be determined by the Special Education Department after conclusions of the staff conferences.

SPECIAL CHILDREN'S CLINIC

The District, in cooperation with County staff and facilities, provides for diagnosis and placement of children from the ages of three through six suspected of being mentally retarded.

SPRING MOUNTAIN YOUTH CAMP

The District cooperated with the Clark County Juvenile Probation Department by providing the instructional program at the Spring Mountain Youth Camp.

Criteria for Placement

1. By Juvenile Court Action

Criteria for Withdrawal

1. Will be determined by the camp director and school personnel
2. Notification of withdrawal in writing by camp personnel to Special Education Office
3. Notification in writing from Special Education Office to receiving principal and vocational counselor

TRANSPORTATION OF SPECIAL EDUCATION STUDENTS

Transportation regulations applicable to regular students will apply to Special Education students whenever possible. Exceptions may be recommended by the school principal and approved by the Transportation Department.

CHILD WELFARE AND ATTENDANCE

The responsibility of this service area is twofold:

1. To develop a program to insure regular attendance of all school age children who should be in school, and
2. To see that all school age children who are unable to participate to their fullest extent in the regular school program because of mental, physical or emotional handicaps are referred to the appropriate division within the Pupil Personnel Services Department.

Such referrals, whether they be for attendance reasons or because the child is not realizing his full potential within the regular classroom, should be referred to the pupil admustment specialist (social worker) in the elementary schools or the school counselor at the secondary level.

CC 65-A
Rev. 10/4/63

Date_____

Department of Student Services
Clark County School District
Post Office Box 551
Las Vegas, Nevada

Gentlemen:

Re:_____
Child's Name

Birth Date:_____

As a result of a conference with my child's teacher, I understand that the school is making a referral for individualized special help.

I approve of this referral and authorize the use of any tests, medical examinations, or conferences the school believes would be useful.

The Clark County School District has my permission to place my child in a Special Education class, if he qualifies for the program.

_____
(Parent's Signature)

The above parent has been fully informed concerning his child and the problem necessitating special help.

_____
(Principal)

Note: Referring teacher or principal will return this form attached to form CC-65.

CC-65
Rev. 10/66

CLARK COUNTY SCHOOL DISTRICT
PUPIL PERSONNEL SERVICES

CONFIDENTIAL
FOR PROFESSIONAL USE ONLY

Referral Data Sheet

Complete all items

Student's I.B.M. No. _____ Date _____

1. Student's name _____ Birth Date _____ Race ____ Sex ____

   Father's name _____ Mother's name _____

   Address _____ Telephone _____

   Grade _____ School _____ Teacher _____

2. State problem as you see it: (describe in terms of classroom behavior, duration of problem, etc.)

   _____

   _____

   _____

3. Student's school adjustment: (describe briefly student's relationship with peers, his teacher or teachers, and other school personnel.) _____

   _____

   _____

   _____

4. Academic achievements (circle one) Poor Average Superior
   Comments: (strengths, weaknesses, motivation, etc.) _____

   _____

   _____

5. List the names, dates, and scores of achievement, intelligence and/or aptitude tests student received:

   _____

   _____

6. To be filled in by school nurse: Vision _____ Hearing _____
   Comments pertinent to student's problem: _____

   _____

   (Use reverse side for any additional pertinent information about the student.)

* I have had a conference with this student's parents and they are willing to have him/her studied for special help. They are aware that additional conference may be necessary.

_____
Signature of teacher making referral

_____
Signature of counselor or principal

* Parents approval (CC-65A) is required by Nevada School Code.
District Attorney's Opinion 7/22/64

To facilitate reading after filing, please invert page and write additional comments where indicated by arrow.

Additional information and/or comments:

INSTRUCTIONS FOR COMPLETING THE BEHAVIORAL CHECK LIST

OUT goes the concept of helping the child with his id and superego.

IN comes the concept of helping the child to read, stay in his seat, or to do his school work.

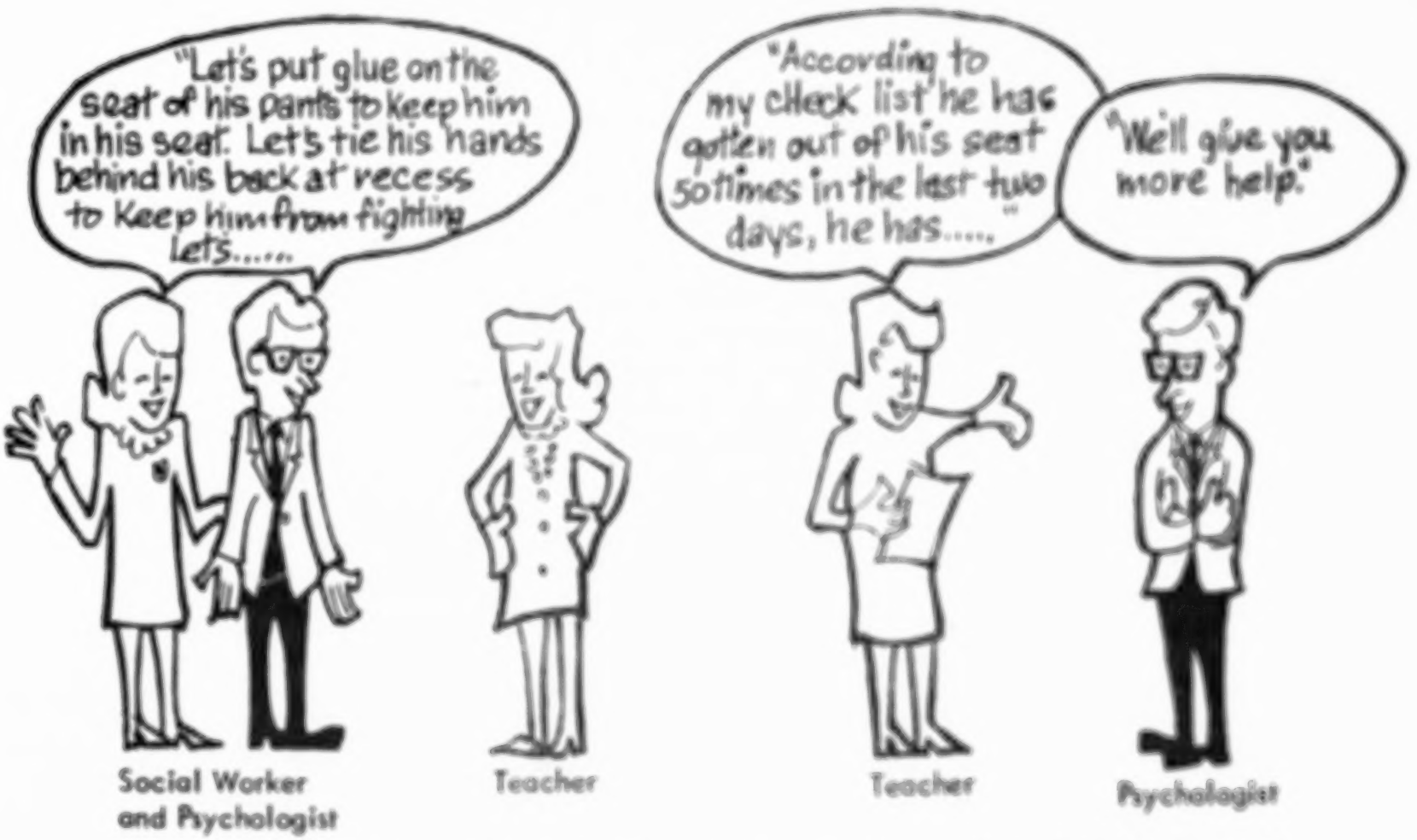
Our Goal Is To Help The Teacher With The Problems She Has In The Classroom

Social workers and psychologists are concerned with helping teachers to manage children in the classroom and to help children to learn. We are still concerned with a child's family problems and his self concept, but first priority now goes to helping the teacher with the problems as they exist at school.

We still want to give the teacher information about a child's home and his test results, but we also want to give <u>specific</u> <u>recommendations</u> as to how to help the child with his problem at school.

Billy is a problem child in my class.
Aren't they all
Teacher
OLD
Principal
Billy got out of his seat 45 times in the last two days and had 43 fights a day.
Say, that's worse than my sister's child. We'd better call for help.
Teacher
NEW
Principal

The following form allows us to determine the exact nature of the problem. The principal psychologist, and social worker can determine exactly how severe the problem is for you. The child's id may be normal and his aggressive impulses may be average, but if he fights sixty-three times a day, that's a problem.


"Let's put glue on the seat of his pants to keep him in his seat. Let's tie his hands behind his back at recess to keep him from fighting. Let's.....
Social Worker and Psychologist
Teacher
"According to my check list he has gotten out of his seat 50 times in the last two days, he has....."
Teacher
"We'll give you more help."
Psychologist

The Behavior Check List allows us to determine exactly how much we have helped with the problem or which problems we did help and with which we were unsuccessful.

Give us time to learn how to give better service to you. This is a new approach for us and we will need help from you. Give us time to learn just as we'll give you time to learn how to use this form.

Instructions

1. Locate two or three of the most frequent or most serious behaviors that that child is displaying at school. There is no need to be concerned with all of the behaviors that the child is displaying--just the ones that are of the most concern to you.

2. Keep a record of how frequently these behaviors occur for at least two days. If the behavior, such as talking without permission, occurs so often that it would require a great deal of effort to record, just record it for an hour each day. Be sure to record during the same time of day if you only record for an hour. The behavior may be so frequent that you may wish to record in minutes rather than hours. Some recording, such as test grades in arithmetic, need no recording other than a listing of the student's scores during the week. If a behavior is not listed please write it in and record it.

3. When the behavior has been recorded over two or three successive days, take the record to the principal. He should then be in a better position to know what kind of help is needed. When he requests the assistance of a social worker or psychologist be sure to have the parents sign a CC-458 granting permission for help by social workers and psychologists.

4. Not all behaviors can be recorded by checking the frequency of the behavior. Space has been provided for a narrative report if this is appropriate.

CC-288
Rev. 10/9/68

CLARK COUNTY SCHOOL DISTRICT
BEHAVIORAL CHECK LIST

Name: _____ Date of Birth: _____

School: _____ Grade: _____ Room: _____

Teacher or Counselor: _____ Date: _____

	Frequency of Behavior (Indicate by day, hour, etc.)
UNSATISFACTORY SOCIAL BEHAVIOR	
Fights	
Quarrels	
Teases	
Threatens	
Pushes	
Chases	
Cheats	
Curses	
Defiant	
Talks back	
Lies	
AGGRESSIVE BEHAVIOR	
Talks without permission	
Breaks objects	
Bites	
Cries	
Loud laughter	
Loud talking	
Temper tantrum	
Faints	
Steals	
Out of seat	
WITHDRAWN BEHAVIOR	
Responds to direct questions	
Alone during recess	
Conversation with other children	
Answers offered in class	
Absent from school	
Smiles to teachers	
Smiles to others	

Over

	Frequency of Behavior (Indicate by day, hour, etc.)								
OTHER									
Use of bathroom									
Soils clothes									
Grinds teeth									
Sucks thumb									
Falls									
Drops objects									
INABILITY TO LEARN									
Short Attention Span									
Time spent on arithmetic									
Time spent on reading									
Other									
Assignment Not Completed									
Arithmetic									
Reading									
Other									
Poor Achievement (Grades or Scores)									
Arithmetic									
Reading									
Other									
OTHER (Please indicate specific behavior)									
COMMENTS									

Principal

CC 83
Rev. 6/66

CLARK COUNTY SCHOOL DISTRICT

REQUEST FOR DENTAL CARE

Date _____

Dear Parent or Guardian:

If financial assistance is necessary, please fill in these blanks in detail:

Child's Name _____

Birth Date _____

School _____ Grade _____ Room _____

Parent or Guardian's Name _____

Address _____ Phone _____

Father's place of employment _____

Mother's place of employment _____

Number of dependent children in home _____

Gross income last 12 months - Father _____ Mother _____ Combined _____

School Nurse _____

PLEASE NOTE: If your family is eligible for dental care under the Nevada Dept. of Health Income Schedule, this slip will be returned to you. When returned, call Clark County Health Dept. Dentist, 385-1291, for an appointment. The dentist is in the same building as the Health Dept. at 625 Shadow Lane, Las Vegas. Take this paper along with you to the dentist for verification, when you go for the first treatment.

I request that, if eligible, dental services be rendered for the above named child according to authorized provisions of the Dental Division, Nevada Health Dept.

(Signed) _____
Parent or Guardian

Address _____

_____

PLEASE RETURN TO SCHOOL NURSE

CC 73
Rev. 6/66

CLARK COUNTY SCHOOL DISTRICT

PLEASE TAKE THIS WITH YOU TO THE DOCTOR WHEN YOU GO FOR FURTHER EXAMINATION

Date Issued _____

Name of Child _____ School _____

Address _____ Age _____ Grade _____

School Nurse _____

Nurse's Report: _____

_____

_____

_____

_____

_____

_____

Tested by _____ Date _____

	250	500	1000	2000	3000	4000	6000
R							
L							

Doctor's Diagnosis: _____

_____

_____

_____

RECOMMENDATIONS: Please check -

None	☐	Lip Reading	☐
Return	☐	Aurally Handicapped	☐
Hearing Aid	☐	Social Adjustment	☐
Speech Therapy	☐	Other	☐

_____

_____

_____

_____
Signature of Doctor

Date Completed _____

NOTE: This report is to be sent to _____, Principal, _____ School, Clark County School District, Post Office Box 551, Las Vegas, Nevada.

CC 72
Rev. 6/6

CLARK COUNTY SCHOOL DISTRICT

PLEASE TAKE THIS WITH YOU TO YOUR DOCTOR WHEN YOU GO FOR FURTHER EXAMINATION

Date Issued _____

Name of child _____ School _____

Address _____ Age _____ Grade _____

School Nurse _____

Your child has had a simple vision screening test at school by the School Nurse.

Nurse's Report: _____

_____

_____

DIAGNOSIS: _____

_____

_____

DOCTOR'S REPORT AND RECOMMENDATIONS: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Signature of Doctor

Date Completed: _____

NOTE: This report is to be sent to _____, Principal, _____ School, Clark County School District, Post Office Box 551, Las Vegas, Nevada.

CC-84

CLARK COUNTY SCHOOL DISTRICT
BOX 551
Las Vegas, Nevada

This form is to be used in connection with all speech and hearing referrals. Please check items and send it to:

Mrs. Clarice Laub, Speech Therapist
Administration Building, Box 551, Las Vegas, Nevada

Each pupil referred for speech handicaps will be screened by the Therapist.

* * * * * * * * *

I believe the pupil named below to have a Speech or Hearing Problem:

Name of Pupil _____ Age _____ Class _____ School _____

Parents _____ Address _____

Phone number _____

I. ARTICULATION
1. Omits certain sounds _____
2. Uses baby talk _____
3. Distorts sounds _____
4. Substitutes wrong sounds such as "W" for "R" -- "wabbit" - "rabbit" _____

II. VOICE
1. Sounds too nasal _____
2. Usually talks in whisper - or voice is weak _____
3. Has husky harsh voice _____
4. Is too high pitched _____

III. FLUENCY
1. Repeats sounds, syllables, words, phrases _____
2. Blocks sometimes and can't get out words _____
3. Speech is jerky _____

IV. OTHER PROBLEMS
1. Cleft palate _____
2. Cerebral palsy _____
3. Shy _____
4. Aggressive _____

V. HEARING
1. Appears to be hard of hearing _____
2. Unusual mistakes in dictation _____
3. Voice lacking in intonation patterns _____

Teacher _____

Principal _____

CC-84
Rev. 8/63

CLARK COUNTY SCHOOL DISTRICT
Department of Pupil Personnel Services
Box 551
Las Vegas, Nevada

This form is to be used in connection with all speech and hearing referrals. Please check items and send it to:

Speech Therapist
Administration Building, Box 551, Las Vegas, Nevada

Each pupil referred for speech handicaps will be screened by the Therapist.

****

I believe the pupil named below to have a Speech or Hearing Problem:

Pupil_____ Age_____ Class_____ School_____ Room #_____

Parents _____ Address _____

Phone _____ Birth Date _____

Speech History: Nature of Child's difficulty: Articulation _____

Omission _____ Substitution_____ Distortion _____

Voice _____ Fluency _____ Other _____

Amount of talking at present _____

Present rate of speed of speech: fast_____ slow _____

Description of child's conversation at school: none _____ brief_____ Fluent _____

Intelligibility of child's speech: Easily understood _____ Understood now & then_____

Understandable if listener knows topic _____ Completely unintelligible_____

Gestures understood_____

Language other than English spoken in the home _____

Child speaks second language_____ Child understands second language_____

Classmates' reaction to child's speech difficulties _____

_____

Child's attitude toward speech problem _____

_____

School History:

1. Has attended nursery school Yes_____ No_____
2. Age entered school _____
3. Learning difficulties: Reading_____ writing _____ spelling _____
   mathematics _____ other _____
4. Child's favorite subject: _____